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ABSTRACT

The intent of these guidelines is to help educators (teachers, principals, counselors, psychologists, and social workers) meet the challenge posed by increasing numbers of at-risk students arriving in the schools. The guidelines, produced in collaboration with many organizations, were based on answers to the following questions: who are these students? what are their characteristics? what works with them? and what do educators need to know and be able to do to help them succeed in school and in life? Supporting software allows users to select: (1) the setting in which to apply the guidelines--school district, school of education, or state department of education; (2) which educators are to use the guidelines--teacher, principal, counselor, psychologist, social worker, or staff responsible for their preparation, supervision, and evaluation; (3) the use to be made of the guidelines--for hiring, needs assessment, or evaluation; and (4) area(s) to be investigated. Two sections of the document provide a framework for presenting the guidelines and describing how they are to be used (sample evaluation forms are included) Appendixes provide National Board for Professional Teaching Standards (NBPTS) propositions and Council of Chief State School Officers (CCSSO) principles; and a list of organizations participating in guideline development. (LL)

ED 364 501

At-Risk Students

and Their Families

What Teachers, Principals, Counselors, Psychologists & Social Workers Can Do

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Guidelines for School Districts, Schools of Education & State Departments of Education

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Joseph K. Blackman, Deputy Director
Karen E. Mann, Senior Research Associate

Institute for At-Risk Infants, Children & Youth and Their Families
University of South Florida

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CAN DO

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Schools of Education
State Departments of Education

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Contents

Preface v

The Guidelines and How to Use Them 1

Guidelines for School Districts 15

Sample Evaluation Form for School Districts 29

Guidelines for Schools of Education 34

Sample Evaluation Form for Schools of Education 49

Guidelines for State Departments of Education 54

Sample Evaluation Form for State Departments of Education 69

Development of the Guidelines 75

Appendix 1 78

NBPTS Propositions and CCSSO Principles

Appendix 2 82

Organizations and Participants in the Development of the Guidelines

PREFACE

Increasing numbers of at-risk students are arriving at the nation's schoolhouse doors. They present extraordinary challenges to the educators who work in these schools. A 1991 Gallup/Phi Delta Kappa poll revealed that

> ***Educators themselves say that at-risk students are the greatest challenge they face in the next five years.***

Reflecting that concern, many organizations collaborated to produce these guidelines. Their intent in doing so is to help educators meet the challenge posed by the increasing numbers of at-risk students.

To develop these guidelines, we started out finding the best answers we could to the following questions:

- Who are these students? What are their characteristics?
- What works with these students? What do educators need to know and be able to do to help these students succeed in school and in life?

The answers to these questions form the substance of these guidelines. They are based on what practitioners, experts, and the professional literature agree can make a difference. The guidelines focus specifically on what principals, teachers, counselors, psychologists, and social workers can do because educators in these roles have the most immediate and direct impact on the lives of at-risk students and families. The bottom line is that if these educators know and do the things spelled out in the guidelines, they will be better able to help at-risk students become successful in school and later in life.

Describing what educators can do is a necessary but not a sufficient response to the challenge. The major tasks that remain are to prepare them adequately, to provide them with the direction and support they need to carry these actions out in the real world, and then, and only then, to hold them accountable for doing so. That is why the guidelines are written for school districts, schools of education, and state departments of education: they are the ones responsible for carrying out these tasks.

School Districts

- hire and assign professional staff to work with at-risk students and their families.
- assess the needs and evaluate the performance of staff working with the at-risk population.
- provide inservice development for staff working with at-risk students and families.

Schools of Education

- initially prepare the educators who work with at-risk students and families.
- later provide inservice staff development for educators already working in the schools.

State Departments of Education

- set certification standards and requirements for those entering the profession, and for the schools of education that prepare them.
- set personnel and program evaluation requirements and inservice education requirements for school districts.

Within each of these institutions, different people share parts of this responsibility. The guidelines suggest what these institutions can do in relation to the work of teachers, principals, counselors, psychologists and social workers with at-risk students and their families:

- For school districts, the guidelines provide standards superintendents, school boards, district and school administrators, professional staff, parents, students, and community members can use in hiring, staff development, and evaluation.
- For schools of education, the guidelines provide standards deans, department heads, faculty, staff, and students can use in hiring, development, and evaluation of faculty and staff, and in the assessment, preparation, and evaluation of certification candidates and programs.
- For state departments of education, the guidelines provide standards state superintendents and boards and staff responsible for certification, training, evaluation, and programs for at-risk students and families can use in regulation and providing leadership to school districts and schools of education.

THE GUIDELINES AND HOW TO USE THEM

What do educators mean when they say children are "at risk"? Clearly, the term derives from the medical model, in which specific objective criteria may be defined and quantified to measure physical risk. In education, the risks are not only physical — they are also social, environmental, and mental. The Institute collected official statements contained in 1) education legislation and regulations from the 50 states, and 2) publications of various education organizations. While there is not complete unanimity, there is less difference than commentators sometimes imagine. For the purposes of these guidelines, the term ***at risk*** characterizes

Every eight seconds of the school day, an American child drops out (552 thousand during the 1987-88 school year).

> ***Children and youth pre-Kindergarten through grade 12 who are unlikely to become economically and socially self-sufficient citizens.***

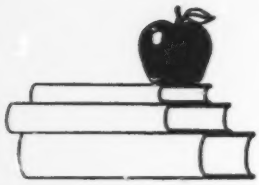
The description includes children and youth who are unlikely to graduate from high school and/or who are likely to leave school without the life skills needed to achieve economic and social self-sufficiency.

The term certainly refers to students experiencing, or statistically likely to experience, the following conditions that affect their ability to learn and to function as independent adults:

- **Genetic conditions**. Inborn physical or mental characteristics. Immutable conditions such as race, gender, or handicap do not *in themselves* place a child at risk or constitute at-risk conditions.

Every 26 seconds, an American child runs away from home (1.2 million a year).

- **Environmental conditions**. These include violence, social instability, economic adversity, degradation of cultural norms and values, family disintegration, chemical dependency, environmental hazards, and discrimination by race, ethnicity, or gender. These conditions occur at all levels — family, community, state, region, nation, and internationally.



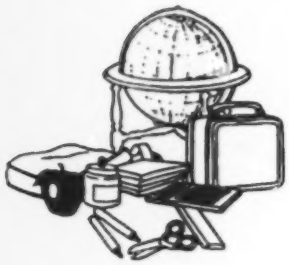
Schools themselves are a major part of a child's environment. Therefore, the climate, policies, procedures, and programs within schools have a definite impact, for better or worse, on the ability of at-risk students to achieve self-sufficiency. ***For this reason, state or district definitions and models for at-risk students should include the schools themselves as a major environmental variable that can substantially increase or reduce risk.***

- **Personal conditions** or predispositions. These include factors that may not be directly specifically attributable either to genes or the environment alone, such as individual psychological and personality characteristics that, whatever their cause, negatively impact growth and development.

Every 47 seconds, an American child is abused or neglected (675 thousand a year).

There's considerable evidence that the simultaneous presence of two or more risk conditions in students' lives greatly increases the chances that they will not attain economic and social self-sufficiency. The risk increases exponentially when there are multiple conditions.

Nearly all students may be at risk for one reason or another at some point during their school careers. For this reason, every effort must be make to **avoid labeling** students as "at risk," a practice that has been shown to detract from, rather than to contribute to, their eventual economic and social self-sufficiency.



Every 36 minutes, an American child is killed or injured by guns (14,600 a year).

If at-risk students are described as those who are unlikely to become economically and socially self-sufficient citizens, then it follows that the school's mission with those students is to enable them to become economically and socially self-sufficient. To translate the broad mission into a more specific goal for the schools, we may ask, "*What can schools do that will help at-risk students eventually to become self-sufficient citizens?*" What the schools do, of course, is to provide academic and support programs for students. The question then becomes, "*What kind of academic and support programs can schools offer that help at-risk students?*"

Successful programs for at-risk students seem to have two main characteristics: First, they fit themselves to the child, rather than the other way around — they individualize and tailor what they do based on characteristics of the students. Secondly, they contain approaches and activities that are designed to make students more resilient. Resilient students are the ones who succeed despite the risks they face. Researchers have looked at what makes some at-risk students succeed where others fail, and they are finding that resilient students have certain common characteristics, such as a strong self-concept, an ability to handle stress, and a greater amount of dialogue with their parents and families. Fortunately, it turns out that these characteristics can be supported and strengthened in the school's programs. For that reason, it is possible to state a goal more directly related to what teachers, principals, counselors, psychologists, and social workers do:

Every 67 seconds, an American teenager has a baby (472,623 in 1987).

GOAL

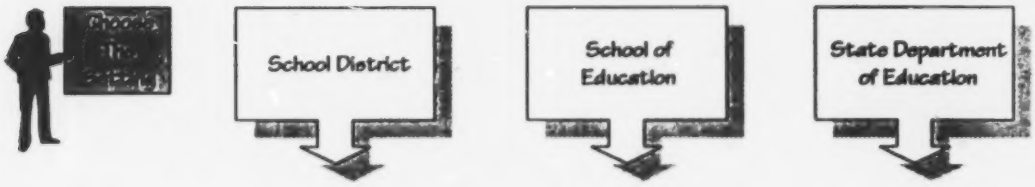
Offer at-risk students and their parents academic and support programs that:

- reflect students' needs, interests, maturation, motivation, learning styles, life experiences, and unique strengths and potential.
- increase students' resiliency and self sufficiency.

These guidelines are designed for use in both print and electronic formats. Answering the questions below will help users determine how best to use the guidelines. Users who wish to do so can order a compatible computer disk that will print out customized, ready-to-use evaluation forms based on their answers to these questions.

Setting *In which setting do you want to apply the guidelines?*

How to Use the Guidelines



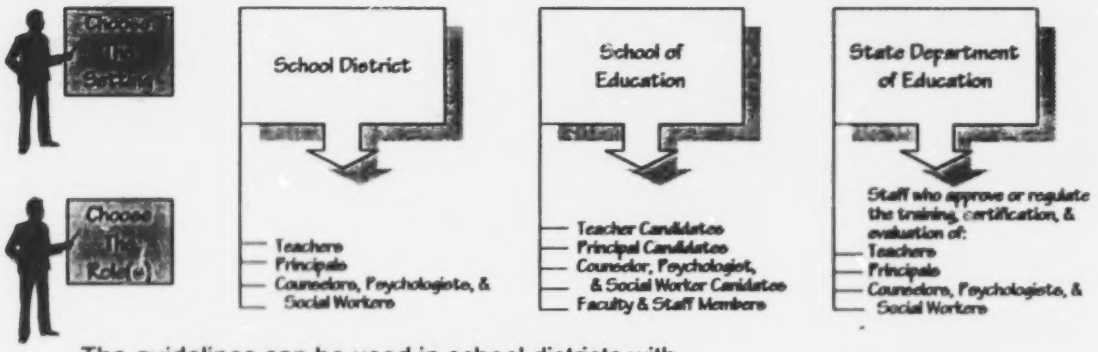
The guidelines are designed for use by three primary audiences:

- **School Districts**, because their personnel deliver the direct educational and support services at-risk students and their families receive.
- **Schools of Education**, because they have the job of preparing candidates for certification to work with at-risk students and their families, and sometimes also of providing additional training for already-certified educators.
- **State Departments of Education**, because they have responsibility to

  1. review and approve school of education preparation programs for the extent to which they are adequately preparing educators to work with the at risk population.
  2. set certification policies, requirements, and examinations for educators that will help ensure their readiness to work effectively with at-risk students and their families.
  3. set requirements and procedures for the evaluation of educators to make sure that the effectiveness of their work with at-risk students and families is evaluated.
  4. review and approve school district programs for at-risk students that are state or federally-funded or receive waivers from state requirements.

Role *With which educators do you want to use the guidelines?*

How to Use the Guidelines



The guidelines can be used in school districts with

- **teachers**, because of course they are the educators at-risk students see the most.
- **principals**, because they have such a strong influence on school policies, procedures, and programs that affect at-risk students and their families.
- **counselors**, because they are often an important resource for at-risk students, for home-school communication, and for contacts with other service agencies.
- **school psychologists**, because they often help identify and place at-risk students in programs and have contact with parents, caregivers, and related agencies.
- **school social workers**, because they often work with at-risk students and their families.

In schools of education, the guidelines can be used with

- **candidates for certification** (as teachers, principals, counselors, psychologists, and social workers).
- **certified educators** (teachers, principals, counselors, psychologists, and social workers) taking inservice courses for recertification or personal and professional development.
- **faculty and staff** who prepare and develop teachers, principals, counselors, psychologists, and social workers.

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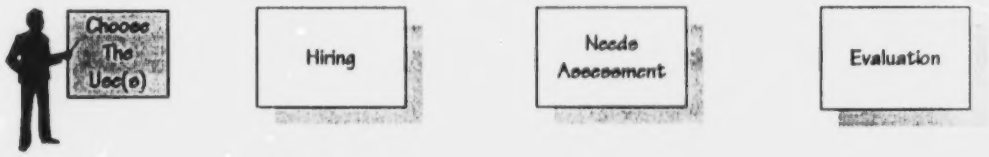
In state departments of education, the guidelines can be used with

- staff in the area of **school of education preparation of teachers**, principals, counselors, psychologists, and social workers.
- staff in the area of **certification** policies, requirements, and examinations for these educators.
- staff in the area of **requirements and procedures for the evaluation** of these educators.
- staff in the area of **school district programs** for at-risk students in which these educators are involved.

Use *In what way(s) will you use the guidelines?*

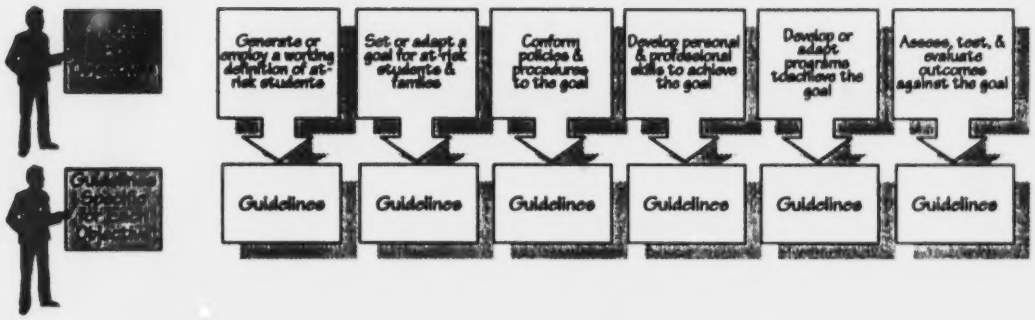


School districts, schools of education, and state departments of education conduct many kinds of evaluation. The guidelines are designed for use in three kinds of evaluations:

- **hiring,** because applicants' experience and expertise in working with at-risk students and their families can be assessed during paper screening and/or interview processes.
- **needs assessment**, because meeting staff needs for increased knowledge and skill related to working with at-risk students and their families can improve the quality of programs offered.
- **regular or supplemental evaluation,** because using the guidelines as criteria in evaluation procedures helps emphasize and focus attention on the importance of reaching and teaching at-risk students.

The guidelines may also be utilized in other evaluation situations: admission of candidates, graduation of candidates, and promotion, for example.

Objectives and Guidelines: *What objectives do you want to include in your use of the guidelines?*


Generate or employ a working definition of at-risk students
Set or adapt a goal for at-risk students & families
Conform policies & procedures to the goal
Develop personal & professional skills to achieve the goal
Develop or adapt programs to achieve the goal
Assess, test, & evaluate outcomes against the goal
Guidelines
Guidelines
Guidelines
Guidelines
Guidelines
Guidelines

School districts, schools of education, and state departments of education each have important roles in achieving the goal of providing individually appropriate academic and support programs that build resiliency and self-sufficiency in at-risk students.

To assist in breaking down that broad goal, the guidelines are organized around objectives.

- **Generate or employ a working definition of at-risk students and their families.**

  Until there is agreement upon what the term *at-risk* means, the goal cannot be achieved, or at least success cannot be measured. The definition on page 3 is serviceable and may be adopted or adapted to fit local situations.

- **Set or adapt a goal for at-risk students and their families.**

  It is important to spell out what the school, school of education, or state department of education wants to accomplish for at-risk students and their families, because doing so lets both the providers and recipients of educational services know what the expectations are.

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Every 7 minutes, an American child is arrested for a drug offense (76,986 a year).

- **Conform policies and procedures to the goal.**

  Once a goal has been established, school districts, schools of education, and state departments of education have a place to start. Each of these three critical educational institutions is surrounded by a thick crust of accumulated policies and procedures. Some of these are consistent with the goal; some may not be. Each can undertake a review to identify those policies and procedures that are at odds with the goal, in order to modify them accordingly. Examples: Some school districts have transportation, scheduling, and tracking policies and procedures that work against the best educational interests of at-risk students and their families. Some schools of education do not provide specific classroom or field experiences to prepare certification candidates for the risk conditions they soon will face. Some state departments of education do not include the ability to work with the at-risk population as a certification criterion.

- **Develop personal and professional skills to achieve the goal.**

  School districts, schools of education, and state departments all have clear responsibilities in this area. School districts should not assume that new teachers, principals, counselors, psychologists, or social workers have the preparation they need. Schools of education should not assume that standard preparation sequences result in the ability to be effective with at-risk students and their families. State departments of education can ensure that certification, inservice and recertification, and evaluation requirements address this area.

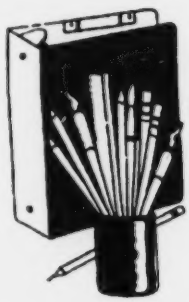
- **Develop or adapt programs to achieve the goal.**

  In school districts, this means school and districtwide programs for at-risk students and families. Schools of education provide research on new and existing program designs, and train preservice and inservice educators in their use. State departments of education bring federal and state programs for the at-risk population to school districts. In addition, through their review and approval roles, they can encourage school districts and schools of education to develop such programs.

- **Assess, test and evaluate outcomes against the goal.**

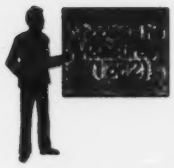
  In school districts, this means student outcomes. Have at-risk students gained in resiliency and self-sufficiency? In schools of education, have candidates shown that they have the experience and expertise needed to be effective with at-risk students and their families? In state departments of education, are candidates who meet our certification requirements able to demonstrate effectiveness with at-risk student and their families? Does the department provide or require inservice experiences that build this capability? Do our procedures for evaluating programs for at-risk students and their families include consideration of the experience and expertise of the staff who work in these programs?

There are many ways to assess staff expertise and experience in relation to each of these objectives. Often, statewide programs of certification and evaluation may involve multiple-choice objective tests or various kinds of what the National Board for Professional Teaching Standards calls Assessment Centers (simulations). These techniques are expensive and time-consuming to develop. These guidelines focus on practical measures that school districts, schools of education, and state departments of education can use without delay or undue expense.



In 1991, there were 583,471 enrollees in Head Start.

Measures: ***What methods do you want to use to determine how well the individuals or groups you have selected are doing in relation to the guidelines?***



Surveys

One way to find out how well, for example, a principal is achieving a goal is to ask those affected — teachers, professional support personnel, parents, and, if they are old enough, students. In the same way, teachers and professional support personnel can be evaluated in part by surveying the parents and students with whom they work.

Survey forms typically include a simple rating scale to make it easier for the people filling them out, but they can include "fill-in-the-blank" or "open-response" questions as well. They must be distributed and collected in such a way that respondents are assured of anonymity. If large numbers of parents or students are involved, it may be desirable to survey only a sample of the total group. In this event, the sample must be random and representative. Using surveys or any one of these methods alone will not give as accurate a result as using a combination of these methods.

Schools of education can survey candidates in its certification programs, graduates, and receiving school districts.

State departments of education can survey schools of education and school districts in relation to the content of these guidelines.

Observations

Various people may look at the same event and evaluate it differently. Even a single observer in a classroom may form different opinions of the same person on different days. For these reasons, it is very important to ensure that there is more than one observer and more than one or two observations. Using observation data alone is not as accurate as using observation data plus one of the other methods. While observations traditionally have been performed only by the supervisor, they may also be performed by one or more peers. This may be particularly important if the supervisor is not well acquainted with standards and exemplary practices relating to the work being evaluated.

"Every 53 minutes, an American child dies because of poverty (10 thousand a year)."

Schools of education can use the guidelines in making observations in their own classes, and in the classes of candidates in student teaching and internship sequences.

State departments of education can use the guidelines when observing school of education and school district programs.

Interviews

Interviews may be conducted with those affected by the work of the person being evaluated. This method is of limited value because the person being interviewed is not assured of anonymity. Interviews may also be conducted with the person being evaluated. Used in conjunction with another method, interviews give the evaluator a chance to look with the evaluatee for explanations of such other data. Again, it is good evaluation practice to use at least two methods. While interviews have traditionally been conducted only by the supervisor, they can also be conducted by one or more peers. This may be particularly important if the supervisor is not well acquainted with standards and exemplary practices for the work being reviewed.

Schools of education can use the guidelines when interviewing candidates for certification programs and for faculty and staff positions. They can also use them when interviewing student teachers and interns at the conclusion of field experiences.

State departments of education can use the guidelines when interviewing candidates for staff positions within the department.

Records Reviews

Written school, classroom, and case records can provide a good objective source of evaluation data. A single way to determine whether a principal has a policy on a particular issue, for example, examine the school's written policies. In the same way, teachers' curriculum plans and record books provide useful data, as do the case records of counselors, psychologists, and social workers. While records may be reviewed by the supervisor, this review may also be conducted by one or more peers. This may by particularly important if the evaluator lacks expertise in the evaluatee's field.

Schools of education can use the guidelines when reviewing program and course content outlines, and when reviewing the work of faculty, staff, and candidates.

State departments of education can use the guidelines when reviewing their own records of laws and regulations relating to their content.

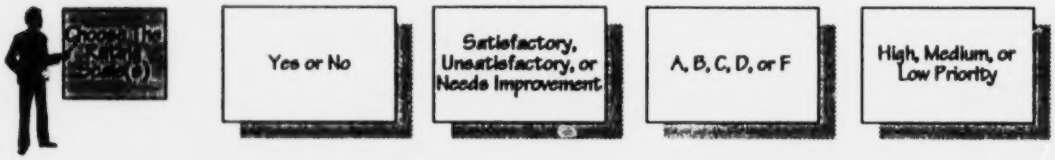
Portfolios

Evaluation portfolios may contain evidence obtained by any of the methods listed above — surveys, observations, interviews, and reviews of records. In addition, they may include artifacts directly generated in the work of the teacher, principal, or professional support person — for example, student work products in a teacher's portfolio, outlines and agendas of principals' meetings, and the like.

"21.1 percent of the people over the age of 25 have graduated from college as of 1990."

Schools of education can use the guidelines when configuring portfolios for faculty, staff, and certification candidates.

Rating Scales: *What rating scales will be used for the selected measure(s)?*



Many kinds of rating scales can be used in hiring, needs assessments, and evaluations. Although others can be used, these guidelines are designed to work with one of four scales:

Yes or No
Satisfactory, Unsatisfactory, or Needs Improvement
A,B,C,D, or F
High, Medium, or Low Priority

Software to Produce and Print Customized Forms

To make it easier for users to apply the guidelines in their own situations, they are available in electronic format. Users may obtain a 3 1/2" or 5 1/4" disk of a program that allows them to construct and print out customized forms based on the ways in which they want to use the guidelines. The program is in IBM format. The following page schematically illustrates the choices users make in the computer program in order to print out customized forms for their own use.

The program may ordered by contacting the Institute for At-Risk Infants, Children & Youth and Their Families, University of South Florida, Tampa, Florida 33620, (813) 974-3700 or Fax (813) 974-5132.

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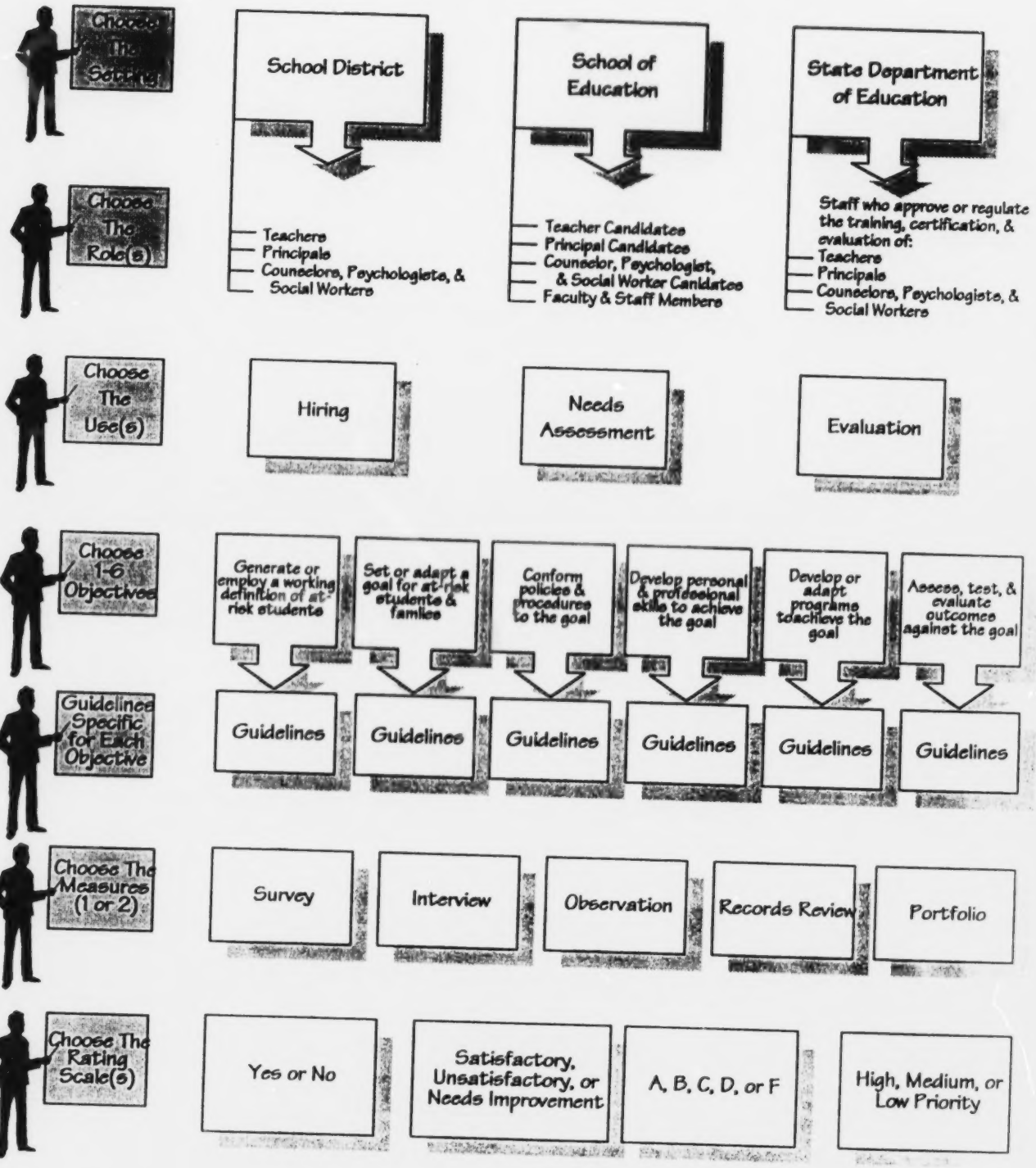
How to Use the Guidelines



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GUIDELINES FOR SCHOOL DISTRICTS

Objective 1

Generate or employ a working definition of at-risk students & their families

Principals, Teachers, Counselors, Psychologists, and Social Workers

1. Include genetic, environmental, and personal conditions.
2. Include school as an environmental variable.
3. Include economic and social insufficiency.
4. Exclude race, gender, or physical handicap.

Objective 2

Set a goal for at-risk students & families

Principals, Teachers, Counselors, Psychologists, and Social Workers

1. Include both academic and support programs in the goal.
2. Include programs that reflect students' needs, interests, maturation, motivation, learning styles, life experiences, and unique strengths and potential.
3. Include programs that increase students' resiliency and self-sufficiency in the goal.

Objective 3

Conform policies and procedures to the goal

Principals, Teachers, Counselors, Psychologists, and Social Workers

1. Adopt, advocate, or implement policies and procedures that enhance student and family opportunities in the areas of

   - retention, discipline, referral, attendance, detention, scheduling, credits, extracurricular activities, and graduation.
   - gender and racial equity.
   - racial, cultural, and ethnic diversity in hiring and assignment of staff.
   - the educational, social, emotional, and material rights of at-risk students and their families.
   - labeling of students.
   - rewards for staff who increase the success of at-risk students.
   - rewards for positive efforts by at-risk students.
   - allowance for deviation from set policies or procedures when appropriate to meet unique needs.

2. Adopt, advocate, or implement policies or procedures that increase consideration of qualifications related to at-risk students and families in the hiring, assignment, evaluation, and promotion of principals, teachers, and professional support personnel.

Objective 4

Develop personal and professional skills to achieve the goal

Principals, Teachers, Counselors, Psychologists, and Social Workers

1. Recognize risk-imposing conditions and the effects on students' ability to learn and function in and out of school.
2. Collaborate with other staff to implement individualized programs that help at-risk students increase their resiliency and self-sufficiency.
3. Recognize and conceptualize solutions to community and national problems affecting at-risk students and families (e.g., substance abuse, homelessness, poverty, AIDS, gang activity, teen pregnancy, and unemployment).
4. Communicate a vision and clear sense of direction to at-risk students and their families.
5. Empower at-risk students and families by making changes through political processes.
6. Intervene in crises, suicidal situations, violent behavior, and delinquency.
7. Respond sensitively and individually to the needs of at-risk students and families.
8. Establish and maintain high standards and expectations for at-risk students.
9. Recognize at-risk students' intrinsic worth and ability to learn, relating to them on that basis.
10. Take responsibility for what at-risk students learn and do.
11. Help to build a pro-student orientation schoolwide.
12. Approach the goals of the school positively and energetically, willing to take risks to achieve worthwhile goals.
13. Communicate respect for self and others.
14. Create feelings of pride, belonging, and ownership.
15. Appreciate divergent cultures, values, ideas, and opinions.
16. Foster a sense of caring and stability.
17. Handle stress, manage time and seek help when it's needed.
18. Utilize and build personal strengths, including flexibility, objectivity, self-confidence, decisiveness, humor, creativity, fairness, open-mindedness, and resourcefulness.

Objective 5

Develop or adapt programs to achieve the goal

Principals

1. Collaborate with district and community professionals to identify successful academic and support programs.
2. Coordinate school staff and resources efficiently to meet the goal.
3. Identify district and community learning resources for staff and at-risk students and families and make the resources available.
4. Develop and use district and community-based networks to address conditions putting students and families at risk.
5. Generate public-private interagency agreements to make appropriate health, social, psychological, and juvenile justice services available.
6. Find and secure district, community, and other funding for academic, support, and extracurricular programs known to help at-risk students and families.
7. Provide staff with opportunities and time to meet with community leaders and at-risk families outside the school setting.
8. Provide well-trained home liaison personnel to deliver outreach services to at-risk students' families.
9. Make school facilities available to at-risk students and families during school and nonschool hours.
10. Organize programs and student placements consistent with data from ongoing needs assessment and student and family choices.
11. Assign teachers and professional support personnel to programs and classrooms to maximize their special talents, skills, and expertise with at-risk populations.
12. Maximize the extent to which curriculum is individualized and integrated to develop at-risk populations.
13. Maximize the use of instructional strategies and learning styles that empower at-risk students and create varied learning opportunities for them.

Objective 5
Develop or adapt programs to achieve the goal

(Principals)

14. Maximize experimentation with peer tutoring, mentoring, hands-on learning, flexible classroom grouping, and other innovative approaches found to be effective for at-risk students.
15. Use alternative education programs aimed at keeping at-risk students in school.
16. Maximize the integration of academic programs with support services (e.g.., social, psychological, health, employment, housing) for at-risk students and their families.
17. Provide opportunities for at-risk students to serve in leadership roles.
18. Provide at-risk students and families opportunities to make meaningful choices regarding their academic goals, the means to make such choices knowledgeably, and the methods to achieve the goals.

Objective 5

Develop or adapt programs to achieve the goal

Teachers

1. Help identify programs that work to achieve the school goal.
2. Collaborate and consult with other teachers across grade level, subject matter, and specialization on instruction and curriculum for at-risk students.
3. Collaborate with at-risk students and families on the development of curriculum to meet their needs.
4. Develop or adapt curriculum to make it developmentally appropriate to individual students' needs, interests, motivations, maturation, life experiences, learning styles, and abilities.
5. Develop or adapt curriculum to provide for development of the whole child (physical, mental, intellectual, social, emotional, cultural).
6. Develop or adapt curriculum on problem solving, critical and creative thinking, goal setting, and the development of academic and social skills needed for successful independent living.
7. Develop or adapt integrated, interdisciplinary curriculum to enable students to see the value and inter-relatedness of each subject.
8. Develop or adapt curriculum on careers and the world of work.
9. Vary instructional strategies, activities, and materials appropriately for the kinds of risk conditions present in the class.
10. Empower at-risk students by giving them opportunities and the means to set their own personal goals, learning objectives, and methods for self-assessment.
11. Know the individual learning styles of students and encourage them to use these to acquire knowledge and skills.
12. Engage students in collaborative learning experiences and de-emphasize competition.
13. Group students flexibly to maximize individual learning without labeling.

Objective 5
Develop or adapt programs to achieve the goal

(Teachers)

14. Provide at-risk students with self-paced learning activities that are important, meaningful, and relevant to them.
15. Provide opportunities for students to gain realistic experience in leadership and decision making.
16. Provide activities that increase at-risk students' self-knowledge and self-confidence.
17. Provide students with alternate ways to meet classroom requirements and demonstrate progress.
18. Enforce classroom rules in positive ways that do not diminish student motivation to learn.
19. Manage the classroom in ways that increase students' ability to resolve personal and group conflicts.
20. Provide parents with ways to assist their children's education at home and inform parents of community resources available to families.
21. Help identify and advocate for scheduling, facilities, resources, and support for colleagues who try to meet the goal.
22. Make parents feel welcome and part of the educational process.
23. Respond promptly and appropriately to family concerns and requests for assistance.
24. Initiate regular teacher-to-home communications and provide for and encourage regular home-to-teacher communications.
25. Locate and uses resource people and materials from the community to enrich learning in the classroom.
26. Advocate students' educational, social, emotional, and material rights.
27. Generate and use student input to give students ownership.
28. Establish a climate of stability and caring based on the belief that all students can learn.
29. Locate and use community sites and learning opportunities to extend learning beyond the walls of the classroom.

Objective 5
Develop or adapt programs to achieve the goal

(Teachers)

30. Develop respect for positive community norms and values.
31. Develop a sense of belonging, citizenship, and group responsibility.
32. Develop respect for diversity and alternate points of view.
33. Provide frequent praise, feedback , encouragement, and support.
34. Encourage innovation and creativity.
35. Model enthusiasm for learning.
36. Use technology to increase learning where appropriate.

Objective 5

Develop or adapt programs to achieve the goal

Counselors, Psychologists, and Social Workers

1. Help identify and advocate for scheduling, facilities, resources, support for colleagues who try to meet the goal.
2. Involve parents of at-risk students in identifying their children's needs, interests, motivation, maturation, learning styles, goals, learning styles, and out-of-school circumstances.
3. Assess social and emotional as well as academic development.
4. Assess a variety of skills, such as creativity, learning styles, and processing skills in addition to verbal, auditory, and visual discrimination.
5. Conduct on-going and frequent assessments, formally and informally, to determine the needs of at-risk students in conjunction with their families.
6. Use appropriate unbiased assessment and diagnostic procedures, including observation, with each at-risk student.
7. Use a variety of assessment methods to obtain valid data.
8. Identify at-risk students' strengths and talents as well as their needs.
9. Link all assessments to functional programmatic interventions.
10. Identify family literacy needs and make referrals.
11. Share and use assessment results appropriately in program development and student placement.
12. Assist teachers in interpreting test and assessment data properly.
13. When interpreting assessment results for placement decisions, take into account biases associated with risk conditions.
14. Keep families informed of student progress and problems.

Objective 5
Develop or adapt programs to achieve the goal

(Counselors, Psychologists, and Social Workers)

15. Help parents provide suitable conditions for study and help their children make use of community resources.
16. Help parents deal with problems adversely impacting an at-risk student's ability to succeed in school, such as the need for day care, transportation, and employment.
17. Keep teachers and administrators informed about the progress and problems of at-risk students and families.
18. Collaborate with other professionals to identify and address service delivery gaps in school and social service programs.
19. Consult directly with, and provide for direct services from, professionals in other agencies to help teachers and administrators solve the problems of individual students and groups of students at risk of school failure.
20. Advocate students' educational, social, emotional, and material rights.
21. Advocate efforts to help faculty, families, and students to see, understand, and accept the positive aspects of diversity and differences among them.
22. When making program placement decisions, recognize the effects of risk conditions on test assessment data.
23. Provide specialized services to individuals and groups to meet identified developmental, preventive, and remedial needs.
24. Provide opportunities for at-risk students to serve in leadership roles.
25. Use at-risk students and parents to help provide services such as peer counseling, mediation, cooperative learning, and mentoring.
26. Conduct follow-up with families to determine the helpfulness of referrals and/or for additional referrals.
27. Collaborate with at-risk students and families in planning and evaluating counseling, psychological, and social service strategies and programs.

Objective 5
Develop or adapt programs to achieve the goal

(Counselors, Psychologists, and Social Workers)

28. Collaborate with teachers, peers, and at-risk students and families in identifying service delivery gaps in school and community agencies.
29. Collaborate with teachers and administrators to identify and ameliorate school-related risk conditions early.
30. Help teachers and administrators build an interdisciplinary team to conduct needs assessments, set goals, and to plan, implement, and evaluate programs.
31. Coordinate with teachers and administrators to define responsibilities of professional support personnel in relation to other school personnel and other agencies.
32. Serve as a liaison with community agencies to ensure early identification and amelioration of needs, development of common goals, and integration of service delivery systems.
33. Help teachers and administrators expand opportunities through individualized approaches such as tutoring, extended days, work experience, equivalency programs, part-time attendance, after-school enrichment, and accelerated programs.
34. Advocate prevention and early intervention.
35. Advocate integrated support service delivery systems and "full-service school" approaches.
36. Advocate school and district policies and procedures that best meet the needs of at-risk students and families.
37. Advocate alternative educational programs and practices that have been found to increase resiliency and self-sufficiency in at-risk students and families.
38. Structure programs and services to meet the assessed needs of at-risk students and families.

Objective 6

Assess, test, and evaluate outcomes against the goal

Principals

1. Collaborate with school and community professionals and with at-risk students and their parents in the student assessment process and in the evaluation and improvement of programs.
2. Assess the social and emotional as well as academic growth of at-risk students.
3. Use multiple student assessment tools to identify both temporary and long-term risk conditions as early as possible.
4. Interpret student assessment results based on an awareness of their accuracy limitations for the at-risk population.
5. Relate the assessment of educational and related service needs of at-risk students with those of their families.
6. Conduct formative and summative evaluations of the extent to which programs meet the assessed needs of at-risk students and their families.
7. Use formative and summative evaluation results to develop goals and priorities for programs involving at-risk students.
8. Provide a variety of ways for at-risk students to demonstrate their academic and other progress.
9. Collaborate with professionals in school and community on the implications of assessment results for policies and programs.
10. Evaluate the effectiveness of communication and cooperation among teachers and professional support personnel.
11. Communicate evaluation outcomes to at-risk students and families and the community in a helpful manner.

Objective 6

Assess, test, and evaluate outcomes against the goal

Teachers

1. Consult with other teachers and professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals and to validate classroom data and observations.
2. Collaborate with parents in the identification and assessment of their children's problems, talents, and progress.
3. Use assessment to recognize student and family needs for support services.
4. Create or select a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.
5. Interpret assessment, testing, and evaluation results with awareness of the characteristics and conditions of the at-risk population.
6. Use classroom testing procedures that help at-risk students become more resilient and self-sufficient.

Objective 6

Assess, test, and evaluate outcomes against the goal

Counselors, Psychologists, and Social Workers

1. Consult with teachers and other professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals.
2. Collaborate with parents in the identification and assessment of their children's problems, talents, and progress.
3. Use assessment to recognize student and family needs for support services.
4. Create or select a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.
5. Interpret assessment, testing, and evaluation results with awareness of the characteristics and conditions of the at-risk population.
6. Use student assessment procedures that help at-risk students become more resilient and self-sufficient.

Eureka Unified School District

Observation Form for use in Teacher Evaluation

Date _____

Completed by _____

Name _____

Rating Scale
A=Excellent; B=Good; C=Average/Fair; D=Poor; F=Unacceptable;
N/A=No opportunity to observe

Goal I

The teacher generates or employs a working definition of at-risk students and families. He or she	Rating
1. Includes genetic, environmental, and personal conditions.	
2. Includes school as an environmental variable.	
3. Includes economic and social insufficiency.	
4. Excludes race gender, or physical handi	
Summary rating for Goal I	

Goal II

The teacher sets an educational goal for students who meet the definition. He or she	Rating
1. Includes both academic and support programs in the goal.	
2. Includes programs that reflect students' needs, interests, maturation, motivation, learning cycles, life experiences, and unique strengths and potential.	
3. Includes programs that increase students' resiliency and self-sufficiency in the goal.	
Summary rating for Goal II	

Goal III

The teacher conforms policies and procedures to the goal. He or she	Rating
1. Adopts, advocates, or implements policies and Procedures that enhance student and family opportunities in the areas of	
Retention, discipline, referral, attendance, detention, scheduling, credits, extracurricular activities, and graduation.	
Gender and racial equity.	
Racial, cultural, and ethnic diversity in hiring and assignment of staff.	

SAMPLE

Educational, social, emotional, and material rights of at-risk students and their families.	
Labeling of students.	
Rewards for staff who increase the success of at-risk students.	
Rewards for positive efforts by at-risk students.	
Allowance for deviation from set policies or procedures when appropriate to meet unique needs.	
2. Adopts, advocates, or implements policies or procedures that increase consideration of qualifications related to at-risk students and families in the hiring, assignment, evaluation, and promotion of principals, teachers, and professional support personnel.	
Summary rating for Goal III	

Goal IV

The teacher develops personal and professional skills to achieve the goal. He or she	**Rating**
1. Recognizes conditions that place students at risk and their effects on students' ability to learn and function in and out of school.	
2. Collaborates with other staff to implement individualized programs that help at-risk students increase resiliency and self-sufficiency.	
3. Recognizes and contributes solutions to community and national problems affecting at-risk students and families (e.g., substance abuse, homeless, poverty, AIDS, gang activity, teen pregnancy, and unemployment).	
4. Communicates vision and clear sense of direction to at-risk students and their families.	
5. Empowers at-risk students and families by making changes through political processes.	
6. Intervenes in crises, suicidal situations, violent behavior, and delinquency.	
7. Responds sensitively and individually to the needs of at-risk students and families.	
8. Establishes and maintains high standards and expectations for at-risk students.	
9. Recognizes at-risk students' intrinsic worth and ability to learn, relating to them on that basis.	
10. Takes responsibility for what at-risk students learn and do.	

SAMPLE

11. Helps to build a pro-student orientation schoolwide.	
12. Approaches the goals of the school positively and energetically, willing to take risks to achieve worthwhile goals.	
13. Communicates respect for self and others.	
14. Creates feelings of pride, belonging, and ownership.	
15. Appreciates divergent cultures, values, ideas, and opinions.	
16. Fosters a sense of caring and stability.	
17. Handles stress and manages time, seeking help when it's needed	
18. Utilizes and builds personal strengths, including flexibility, objectivity, self-confidence, decisiveness, humor, creativity, fairness, open-mindedness, and resourcefulness.	
Summary rating for Goal IV	

SAMPLE

Goal

The teacher develops or adapts programs to achieve the goal. He or she	Rating
1. Helps identify programs to work to achieve the school goal.	
2. Collaborates and consults with other teachers across grade level, subject matter, and specialization on instruction and developing curriculum for at-risk students.	
3. Collaborates with at-risk students and families on the development of curriculum to meet their needs.	
4. Develops or adapts curriculum to make it developmentally appropriate to individual students' needs, interests, motivations, maturation, life experiences, learning styles, and abilities.	
5. Develops or adapts curriculum to provide for development of the whole child (physical, mental, intellectual, social, emotional, cultural).	
6. Develops or adapts curriculum on problem solving, critical and creative thinking, goal setting, and the development of academic and social skills needed for successful independent living.	
7. Develops or adapts integrated, interdisciplinary curriculum to enable students to see the value and inter-relatedness of each subject.	
8. Develops or adapts curriculum on careers and the world of work.	
9. Varies instructional strategies, activities, and materials appropriately for the kinds of risk conditions present in the class.	

10. Empowers at-risk students by giving them opportunity and the means to set their own personal goals, learning objectives, and methods for self-assessment.	
11. Knows the individual learning styles of students and encourages them to use these to acquire needed knowledge and skills.	
12. Engages students in collaborative learning experiences and de-emphasizes competition.	
13. Groups students flexibly to maximize individual learning without labeling.	
14. Provides at-risk students with self-paced learning activities that are important, meaningful, and relevant to them.	
15. Provides opportunities for students to gain realistic experience in leadership and decision making.	
16. Provides activities that increase at-risk students' self-knowledge and self-confidence.	
17. Provides students with alternate ways to meet classroom requirements and demonstrate progress.	
18. Enforces classroom rules in positive ways that do not diminish student motivation to learn.	
19. Manages the classroom in ways that increase students' ability to resolve personal and group conflicts.	
20. Provides parents with ways to support their children's education at home and inform parents of the community resources available to families.	
21. Helps identify and advocate for scheduling, facilities, resources, and support for colleagues who try to meet the goal.	
22. Makes parents feel welcome and part of the educational process.	
23. Responds promptly and appropriately to family concerns and requests for assistance.	
24. Initiates regular teacher-to-home communications and provides for and encourages regular home-to-teacher communications.	
25. Locates and uses resource people and materials from the community to enrich learning in the classroom.	
26. Advocate students' educational, social, emotional, and material rights.	
27. Generates and uses student input to give students ownership.	
28. Establishes a climate of stability and caring based on the belief that all students can learn.	

SAMPLE

29. Locates and uses community sites and learning opportunities to extend learning beyond the walls of the classroom.	
30. Develops respect for positive community norms and values.	
31. Develops a sense of belonging, citizenship, and group responsibility.	
32. Develops respect for diversity and alternate points of view.	
33. Provides frequent praise, feedback, encouragement, and support.	
34. Encourages innovation and creativity.	
35. Models enthusiasm for learning.	
36. Uses technology to increase learning where appropriate.	
Summary rating for Goal V	

Goal VI

The teacher assesses, tests, and evalu[illegible]s o[illegible]omes against the goal. He or she	**Rating**
1. Consults with other teachers and professio[illegible]upport service personnel on assessment, diagno[illegible]eferral, and in[illegible]entions for at-risk conditions and individuals [illegible]alidate classroom data and observations.	
2. Collaborates with pa[illegible] in[illegible]ntification and assessment of their children's problems, tale[illegible] and[illegible]ogress.	
3. Uses a[illegible]sment to recognize student and family needs for support servic[illegible]	
4. Creates [illegible]cts a variety of group and individual assessment and testing pro[illegible]ures to ensure early and accurate identification of at-risk students' a[illegible]emic, emotional, and social strengths and weaknesses.	
[illegible]orets assessment, testing, and evaluation results with awareness of [illegible] characteristics and conditions of the at-risk population.	
[illegible]ses classroom testing procedures that help at-risk students become more resilient and self-sufficient.	
Summary rating for Goal VI	

SAMPLE

GUIDELINES FOR SCHOOLS OF EDUCATION

Objective 1

Generate or employ a working definition of at-risk students & their families

- **Teacher Certification Candidates**
- **Faculty or Staff Members Who Prepare the Teacher Candidate**

1. Include genetic, environmental, and personal conditions.
2. Include school as an environmental variable.
3. Include economic and social insufficiency.
4. Exclude race, gender, or physical handicap.

Objective 2

Set a goal for at-risk students & families

- **Teacher Certification Candidates**
- **Faculty or Staff Members Who Prepare the Teacher Candidate**

1. Include both academic and support programs in the goal.
2. Include programs that reflect students' needs, interests, maturation, motivation, learning styles, life experiences, and unique strengths and potential.
3. Include programs that increase students' resiliency and self-sufficiency in the goal.

Objective 3

Conform policies and procedures to the goal

- ❑ **Teacher Certification Candidates**
- ❑ **Faculty or Staff Members Who Prepare the Teacher Candidate**

1. Adopt, advocate, or implement policies and procedures that enhance student and family opportunities in the areas of

   - retention, discipline, referral, attendance, detention, scheduling, credits, extracurricular activities, and graduation.
   - gender and racial equity.
   - racial, cultural, and ethnic diversity in hiring and assignment of staff.
   - educational, social, emotional, and material rights of at-risk students and their families.
   - labeling of students.
   - rewards for staff who increase the success of at-risk students.
   - rewards for positive efforts by at-risk students.
   - allowance for deviation from set policies or procedures when appropriate to meet unique needs.

2. Adopt, advocate, or implement policies or procedures that increase consideration of qualifications related to at-risk students and families in the hiring, assignment, evaluation, and promotion of principals, teachers, and professional support personnel.

Objective 4

Develop personal and professional skills to achieve the goal

- **Teacher Certification Candidates**
- **Faculty or Staff Members Who Prepare the Teacher Candidate**

1. Recognize conditions that place students at risk and their effects on students' ability to learn and function in and out of school.
2. Collaborate with other staff to implement individualized programs that help at-risk students increase their resiliency and self-sufficiency.
3. Recognize and conceptualize solutions to community and national problems affecting at-risk students and families (e.g., substance abuse, homelessness, poverty, AIDS, gang activity, teen pregnancy, and unemployment).
4. Communicate a vision and clear sense of direction to at-risk students and their families.
5. Empower at-risk students and families by making changes through political processes.
6. Intervene in crises, suicidal situations, violent behavior, and delinquency.
7. Respond sensitively and individually to the needs of at-risk students and families.
8. Establish and maintain high standards and expectations for at-risk students.
9. Recognize at-risk students' intrinsic worth and ability to learn, relating to them on that basis.
10. Take responsibility for what at-risk students learn and do.
11. Help to build a pro-student orientation schoolwide.
12. Approach the goals of the school positively and energetically, willing to take risks to achieve worthwhile goals.
13. Communicate respect for self and others.
14. Create feelings of pride, belonging, and ownership.

Objective 4
Develop personal and professional skills to achieve the goal

(Teacher Certification Candidates)
(Faculty or Staff Members Who Prepare the Teacher Candidate)

15. Appreciate divergent cultures, values, ideas, and opinions.
16. Foster a sense of caring and stability.
17. Handle stress, manage time and seek help when it's needed.
18. Utilize and build personal strengths, including flexibility, objectivity, self-confidence, decisiveness, humor, creativity, fairness, open-mindedness, and resourcefulness.

Objective 5

Develop or adapt programs to achieve the goal

- **Principal Certification Candidates**
- **Faculty or Staff Members Who Prepare the Principal Candidate**

1. Collaborate with district and community professionals to identify successful academic and support programs.
2. Coordinate school staff and resources efficiently to meet the goal.
3. Identify district and community learning resources for staff and at-risk students and families and make the resources available.
4. Develop and use district and community-based networks to address conditions putting students and families at risk.
5. Generate public-private interagency agreements to make appropriate health, social, psychological, and juvenile justice services available.
6. Find and secure district, community, and other funding for academic, support, and extracurricular programs known to help at-risk students and families.
7. Provide staff with opportunities and time to meet with community leaders and at-risk families outside the school setting.
8. Provide well-trained home liaison personnel to deliver outreach services to at-risk students' families.
9. Make school facilities available to at-risk students and families during school and nonschool hours.
10. Organize programs and student placements consistent with data from ongoing needs assessment and student and family choices.
11. Assign teachers and professional support personnel to programs and classrooms to maximize their special talents, skills, and expertise with at-risk populations.
12. Maximize the extent to which curriculum is individualized and integrated to develop at-risk populations.
13. Maximize the use of instructional strategies and learning styles that empower at-risk students and create varied learning opportunities for them.

Objective 5
Develop or adapt programs to achieve the goal

(Principal Certification Candidates)
(Faculty or Staff Members Who Prepare the Principal Candidate)

14. Maximize experimentation with peer tutoring, mentoring, hands-on learning, flexible classroom grouping, and other innovative approaches found to be effective for at-risk students.
15. Use alternative education programs aimed at keeping at-risk students in school.
16. Maximize the integration of academic programs with support services (e.g.., social, psychological, health, employment, housing) for at-risk students and their families.
17. Provide opportunities for at-risk students to serve in leadership roles.
18. Provide at-risk students and families opportunities to make meaningful choices regarding their academic goals, the means to make such choices knowledgeably, and the methods to achieve the goals.

Objective 5

Develop or adapt programs to achieve the goal

- **Teacher Certification Candidates**
- **Faculty or Staff Members Who Prepare the Teacher Candidate**

1. Help identify programs that work to achieve the school goal.
2. Collaborate and consult with other teachers across grade level, subject matter, and specialization on instruction and curriculum for at-risk students.
3. Collaborate with at-risk students and families on the development of curriculum to meet their needs.
4. Develop or adapt curriculum to make it developmentally appropriate to individual students' needs, interests, motivations, maturation, life experiences, learning styles, and abilities.
5. Develop or adapt curriculum to provide for development of the whole child (physical, mental, intellectual, social, emotional, cultural).
6. Develop or adapt curriculum on problem solving, critical and creative thinking, goal setting, and the development of academic and social skills needed for successful independent living.
7. Develop or adapt integrated, interdisciplinary curriculum to enable students to see the value and inter-relatedness of each subject.
8. Develop or adapt curriculum on careers and the world of work.
9. Vary instructional strategies, activities, and materials appropriately for the kinds of risk conditions present in the class.
10. Empower at-risk students by giving them opportunities and the means to set their own personal goals, learning objectives, and methods for self-assessment.
11. Know the individual learning styles of students and encourage them to use these to acquire knowledge and skills.
12. Engage students in collaborative learning experiences and de-emphasize competition.
13. Group students flexibly to maximize individual learning without labeling.

Objective 5
Develop or adapt programs to achieve the goal

(Teacher Certification Candidates)
(Faculty or Staff Members Who Prepare the Teacher Candidate)

14. Provide at-risk students iwth self-paced learning activities that are important, meaningful, and relevant to them.
15. Provide opportunities for students to gain realistic experience in leadership and decision making.
16. Provide activities that increase at-risk students' self-knowledge and self-confidence.
17. Provide students with alternate ways to meet classroom requirements and demonstrate progress.
18. Enforce classroom rules in positive ways that do not diminish student motivation to learn.
19. Manage the classroom in ways that increase students' ability to resolve personal and group conflicts.
20. Provide parents with ways to assist their children's education at home and informs parents of community resources available to families.
21. Help identify and advocate for scheduling, facilities, resources, and support for colleagues who try to meet the goal.
22. Make parents feel welcome and part of the educational process.
23. Respond promptly and appropriately to family concerns and requests for assistance.
24. Initiate regular teacher-to-home communications and provide for and encourage regular home-to-teacher communications.
25. Locate and uses resource people and materials from the community to enrich learning in the classroom.
26. Advocate students' educational, social, emotional, and material rights.
27. Generate and use student input to give students ownership.
28. Establish a climate of stability and caring based on the belief that all students can learn.

Objective 5
Develop or adapt programs to achieve the goal

(Teacher Certification Candidates)
(Faculty or Staff Members Who Prepare the Teacher Candidate)

29. Locate and use community sites and learning opportunities to extend learning beyond the walls of the classroom.
30. Develop respect for positive community norms and values.
31. Develop a sense of belonging, citizenship, and group responsibility.
32. Develop respect for diversity and alternate points of view.
33. Provide frequent praise, feedback , encouragement, and support.
34. Encourage innovation and creativity.
35. Model enthusiasm for learning.
36. Use technology to increase learning where appropriate.

Objective 5

Develop or adapt programs to achieve the goal

- **Counselor, Psychologist, and Social Worker Candidates**
- **Faculty or Staff Members Who Prepare the Candidate**

1. Help identify and advocate for scheduling, facilities, resources, support for colleagues who try to meet the goal.
2. Involve parents of at-risk students in identifying their children's needs, interests, motivation, maturation, learning styles, goals, learning styles, and out-of-school circumstances.
3. Assess social and emotional as well as academic development.
4. Assess a variety of skills, such as creativity, learning styles, and processing skills in addition to verbal, auditory, and visual discrimination.
5. Conduct on-going and frequent assessments, formally and informally, to determine the needs of at-risk students in conjunction with their families.
6. Use appropriate unbiased assessment and diagnostic procedures, including observation, with each at-risk student.
7. Use a variety of assessment methods to obtain valid data.
8. Identify at-risk students' strengths and talents as well as their needs.
9. Link all assessments to functional programmatic interventions.
10. Identify family literacy needs and make referrals.
11. Share and use assessment results appropriately in program development and student placement.
12. Assist teachers in interpreting test and assessment data properly.
13. When interpreting assessment results for placement decisions, take into account biases associated with risk conditions.
14. Keep families informed of student progress and problems.
15. Help parents provide suitable conditions for study and help their children make use of community resources.

Objective 5
Develop or adapt programs to achieve the goal

(Counselor, Pyschologist, and Social Worker Certification Candidates)
(Faculty or Staff Members Who Prepare the Candidate)

16. Help parents deal with problems adversely impacting an at-risk student's ability to succeed in school, such as the need for day care, transportation, and employment.
17. Keep teachers and administrators informed about the progress and problems of at-risk students and families.
18. Collaborate with other professionals to identify and address service delivery gaps in school and social service programs.
19. Consult directly with, and provide for direct services from, professionals in other agencies to help teachers and administrators solve the problems of individual at-risk students and groups of students at risk of school failure.
20. Advocate students' educational, social, emotional, and material rights.
21. Advocate efforts to help faculty, families, and students to see, understand, accept the positive aspects of diversity and differences among them.
22. When making program placement decisions, recognize the effects of risk conditions on test assessment data.
23. Provide specialized services to individuals and groups to meet identified developmental, preventive, and remedial needs.
24. Provide opportunities for at-risk students to serve in leadership roles.
25. Use at-risk students and parents to help provide services such as peer counseling, mediation, cooperative learning, and mentoring.
26. Conduct follow-up with families to determine the helpfulness of referrals and/or for additional referrals.
27. Collaborate with at-risk students and families in planning and evaluating counseling, psychological, and social service strategies and programs.
28. Collaborate with teachers, peers, and at-risk students and families in identifying service delivery gaps in school and community agencies.

Objective 5
Develop or adapt programs to achieve the goal

(Counselor, Pyschologist, and Social Worker Certification Candidates)
(Faculty or Staff Members Who Prepare the Candidate)

29. Collaborate with teachers and administrators to identify and ameliorate school-related risk conditions early.
30. Help teachers and administrators build an interdisciplinary team to conduct needs assessments, set goals, and to plan, implement, and evaluate programs.
31. Coordinate with teachers and administrators to define responsibilities of professional support personnel in relation to other school personnel and other agencies.
32. Serve as a liaison with community agencies to ensure early identification and amelioration of needs, development of common goals, and integration of service delivery systems.
33. Help teachers and administrators expand opportunities through individualized approaches such as tutoring, extended days, work experience, equivalency programs, part-time attendance, after-school enrichment, and accelerated programs.
34. Advocate prevention and early intervention.
35. Advocate integrated support service delivery systems and "full-service school" approaches.
36. Advocate school and district policies and procedures that best meet the needs of at-risk students and families.
37. Advocate alternative educational programs and practices that have been found to increase resiliency and self-sufficiency in at-risk students and families.
38. Structure programs and services to meet the assessed needs of at-risk students and families.

Objective 6

Assess, test, and evaluate outcomes against the goal

- **Principal Certification Candidates**
- **Faculty or Staff Members Who Prepare the Principal Candidate**

1. Collaborate with school and community professionals and with at-risk students and their parents in the student assessment process and in the evaluation and improvement of programs.
2. Assess the social and emotional as well as academic growth of at-risk students.
3. Use multiple student assessment tools to identify both temporary and long-term risk conditions as early as possible.
4. Interpret student assessment results based on an awareness of their accuracy limitations for the at-risk population.
5. Relate the assessment of educational and related service needs of at-risk students with those of their families.
6. Conduct formative and summative evaluations of the extent to which programs meet the assessed needs of at-risk students and their families.
7. Use formative and summative evaluation results to develop goals and priorities for programs involving at-risk students.
8. Provide a variety of ways for at-risk students to demonstrate their academic and other progress.
9. Collaborate with professionals in school and community on the implications of assessment results for policies and programs.
10. Evaluate the effectiveness of communication and cooperation among teachers and professional support personnel.
11. Communicate evaluation outcomes to at-risk students and families and the community in a helpful manner.

Objective 6

Assess, test, and evaluate outcomes against the goal

- **Teacher Certification Candidates**
- **Faculty or Staff Members Who Prepare the Teacher Candidate**

1. Consult with other teachers and professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals and to validate classroom data and observations.
2. Collaborate with parents in the identification and assessment of their children's problems, talents, and progress.
3. Use assessment to recognize student and family needs for support services.
4. Create or select a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.
5. Interpret assessment, testing, and evaluation results with awareness of the characteristics and conditions of the at-risk population.
6. Use classroom testing procedures that help at-risk students become more resilient and self-sufficient.

Objective 6

Assess, test, and evaluate outcomes against the goal

- **Counselor, Psychologist, and Social Worker Candidates**
- **Faculty or Staff Members Who Prepare the Candidate**

1. Consult with teachers and other professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals.
2. Collaborate with parents in the identification and assessment of their children's problems, talents, and progress.
3. Use assessment to recognize student and family needs for support services.
4. Create or select a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.
5. Interpret assessment, testing, and evaluation results with awareness of the characteristics and conditions of the at-risk population.
6. Use student assessment procedures that help at-risk students become more resilient and self-sufficient.

Eureka School of Education

Observation Form for use in Candidate Evaluation

Date _____

Completed by _____

Name _____

Rating Scale
A=Excellent; B=Good; C=Average/Fair; D=Poor; F=Unacceptable;
N/A=No opportunity to observe

SAMPLE

Goal I

The teacher certification candidate generates or employes a working definition of at-risk students and families. He or she	Rating
1. Includes genetic, environmental, and personal conditions.	
2. Includes school as an environmental variable.	
3. Includes economic and social insufficiency.	
4. Excludes race gender, or physical handi	
Summary rating for Goal I	

Goal II

The teacher certification candidate sets an educational goal for students who meet the definition he or she	Rating
1. Includes both academic and support programs in the goal.	
2. Includes programs that reflect students' needs, interests, maturation, motivation, learning cycles, life experiences, and unique strengths and poten	
3. Includes programs that increase students' resiliency and self-sufficiency in the go	
Summary rating for Goal II	

Goal III

The teacher certification candidate conforms policies and procedures to the goal. He or she	Rating
1. Adopts, advocates, or implements policies and Procedures that enhance student and family opportunities in the areas of	
Retention, discipline, referral, attendance, detention, scheduling, credits, extracurricular activities, and graduation.	
Gender and racial equity.	
Racial, cultural, and ethnic diversity in hiring and assignment of staff.	

Educational, social, emotional, and material rights of at-risk students and their families.	
Labeling of students.	
Rewards for staff who increase the success of at-risk students.	
Rewards for positive efforts by at-risk students.	
Allowance for deviation from set policies or procedures when appropriate to meet unique needs.	
2. Adopts, advocates, or implements policies or procedures that inc[illegible] consideration of qualifications related to at-risk students and fa[illegible]s in the hiring, assignment, evaluation, and promotion of principals, t[illegible] ers, and professional support personnel.	
Summary rating for Goal III	

Goal IV

The teacher certification candidate develo[illegible] personal a[illegible] professional skills to achieve the goal. H[illegible]	**Rating**
1. Recognizes conditions that place st[illegible] risk and their effects on students' ability to learn and function i[illegible] out of school.	
2. Collaborates with other[illegible] implement individualized programs that help at-risk students incr[illegible]re resiliency and self-sufficiency.	
3. Recognizes and [illegible] solutions to community and national problems affecting [illegible]s and families (e.g., substance abuse, homeless, poverty, A[illegible] gang activity, teen pregnancy, and unemployment).	
4. Co[illegible] vision and clear sense of direction to at-risk students and t[illegible] fa[illegible]	
5. Empow[illegible] at-risk students and families by making changes through political p[illegible] cesses.	
6. [illegible]ervenes in crises, suicidal situations, violent behavior, and delin[illegible]ency.	
7. Responds sensitively and individually to the needs of at-risk students and families.	
8. Establishes and maintains high standards and expectations for at-risk students.	
9. Recognizes at-risk students' intrinsic worth and ability to learn, relating to them on that basis.	
10. Takes responsibility for what at-risk students learn and do.	

SAMPLE

11. Helps to build a pro-student orientation schoolwide.	
12. Approaches the goals of the school positively and energetically, willing to take risks to achieve worthwhile goals.	
13. Communicates respect for self and others.	
14. Creates feelings of pride, belonging, and ownership.	
15. Appreciates divergent cultures, values, ideas, and opinions.	
16. Fosters a sense of caring and stability.	
17. Handles stress and manages time, seeking help when it's needed	
18. Utilizes and builds personal strengths, including flexibility, objectivity, self-confidence, decisiveness, humor, creativity, fairness, open-mindedness, and resourcefulness.	
Summary rating for Goal IV	

SAMPLE

Goal V

The teacher certification candidate develops or adapts programs to achieve the goal. He or she	Rating
1. Helps identify programs that work to achieve the school goal.	
2. Collaborates and consults with other teachers across grade level, subject matter, and specialization for instruction and developing curriculum for at-risk students.	
3. Collaborates with at-risk students and families on the development of curriculum to meet their needs.	
4. Develops or adapts curriculum to make it developmentally appropriate to individual students' needs, interests, motivations, maturation, life experiences, learning styles, and abilities.	
5. Develops or adapts curriculum to provide for development of the whole child (physical, mental, intellectual, social, emotional, cultural).	
6. Develops or adapts curriculum on problem solving, critical and creative thinking, goal setting, and the development of academic and social skills needed for successful independent living.	
7. Develops or adapts integrated, interdisciplinary curriculum to enable students to see the value and inter-relatedness of each subject.	
8. Develops or adapts curriculum on careers and the world of work.	
9. Varies instructional strategies, activities, and materials appropriately for the kinds of risk conditions present in the class.	

10. Empowers at-risk students by giving them opportunity and the means to set their own personal goals, learning objectives, and methods for self-assessment.	
11. Knows the individual learning styles of students and encourages them to use these to acquire needed knowledge and skills.	
12. Engages students in collaborative learning experiences and de-emphasizes competition.	
13. Groups students flexibly to maximize individual learning without labeling.	
14. Provides at-risk students with self-paced learning activities that ar important, meaningful, and relevant to them.	
15. Provides opportunities for students to gain realistic experience in leadership and decision making.	
16. Provides activities that increase at-risk students' self-k ledge and self-confidence.	
17. Provides students with alternate ways to ssroom requirements and demonstrate progress.	
18. Enforces classroom rules in positive way do not diminish student motivation to learn.	
19. Manages the classroom in w increase students' ability to resolve personal and up co ic	
20. Provides parents with to their children's education at home and inform parents of the mu y resources available to families.	
21. Helps i and advocate for scheduling, facilities, resources, and suppor s who try to meet the goal.	
22. Makes pa feel welcome and part of the educational process.	
. Responds pr ptly and appropriately to family concerns and requests ssistance.	
24. Init s regular teacher-to-home communications and provides for and ourages regular home-to-teacher communications.	
25. Locates and uses resource people and materials from the community to enrich learning in the classroom.	
26. Advocate students' educational, social, emotional, and material rights.	
27. Generates and uses student input to give students ownership.	
28. Establishes a climate of stability and caring based on the belief that all students can learn.	

SAMPLE

29. Locates and uses community sites and learning opportunities to extend learning beyond the walls of the classroom.	
30. Develops respect for positive community norms and values.	
31. Develops a sense of belonging, citizenship, and group responsibility.	
32. Develops respect for diversity and alternate points of view.	
33. Provides frequent praise, feedback, encouragement, and support.	
34. Encourages innovation and creativity.	
35. Models enthusiasm for learning.	
36. Uses technology to increase learning where appropriate.	
Summary rating for Goal V	

Goal VI

The teacher certification candidate ass[illegible]ses, [illegible]sts, and evaluates outcomes against the goal. He o[illegible]e	Rating
1. Consults with other teachers and professio[illegible]upport service personnel on assessment, diagno[illegible]eferral, and i[illegible]entions for at-risk conditions and individuals [illegible]alidate classroom data and observations.	
2. Collaborates with pa[illegible]ntification and assessment of their children's problems, tal[illegible] and [illegible]ogress.	
3. Uses a[illegible]ssment to recognize student and family needs for support servic[illegible]	
4. Creates [illegible]s a variety of group and individual assessment and testing pro[illegible]ures to ensure early and accurate identification of at-risk students' ac[illegible]emic, emotional, and social strengths and weaknesses.	
[illegible]orets assessment, testing, and evaluation results with awareness of [illegible] characteristics and conditions of the at-risk population.	
[illegible]ses classroom testing procedures that help at-risk students become more resilient and self-sufficient.	
Summary rating for Goal VI	

SAMPLE

Guidelines For State Departments Of Education

Objective 1

Generate or employ a working definition of at-risk students & their families

Staff members responsible for programs that train, certify, and evaluate teachers, principals, counselors, psychologists, and social workers ensure that they:

1. Include genetic, environmental, and personal conditions.
2. Include school as an environmental variable.
3. Include economic and social insufficiency.
4. Exclude race, gender, or physical handicap.

Objective 2

Set a goal for at-risk students & families

Staff members responsible for programs that train, certify, and evaluate teachers, principals, counselors, psychologists, and social workers ensure that they:

1. Include both academic and support programs in the goal.
2. Include programs that reflect students' needs, interests, maturation, motivation, learning styles, life experiences, and unique strengths and potential.
3. Include programs that increase students' resiliency and self-sufficiency in the goal.

Objective 3

Conform policies and procedures to the goal

Staff members responsible for programs that train, certify, and evaluate teachers, principals, counselors, psychologists, and social workers ensure that they:

1. Adopt, advocate, or implement policies and procedures that enhance student and family opportunities in the areas of

   - retention, discipline, referral, attendance, detention, scheduling, credits, extracurricular activities, and graduation.
   - gender and racial equity.
   - racial, cultural, and ethnic diversity in hiring and assignment of staff.
   - educational, social, emotional, and material rights of at-risk students and their families.
   - labeling of students.
   - rewards for staff who increase the success of at-risk students.
   - rewards for positive efforts by at-risk students.
   - allowance for deviation from set policies or procedures when appropriate to meet unique needs.

2. Adopt, advocate, or implement policies or procedures that increase consideration of qualifications related to at-risk students and families in the hiring, assignment, evaluation, and promotion of principals, teachers, and professional support personnel.

Objective 4

Develop personal and professional skills to achieve the goal

Staff members responsible for programs that train, certify, and evaluate teachers, principals, counselors, psychologists, and social workers ensure that they:

1. Recognize conditions that place students at risk and their effects on students' ability to learn and function in and out of school.
2. Collaborate with other staff to implement individualized programs that help at-risk students increase their resiliency and self-sufficiency.
3. Recognize and conceptualize solutions to community and national problems affecting at-risk students and families (e.g., substance abuse, homelessness, poverty, AIDS, gang activity, teen pregnancy, and unemployment).
4. Communicate a vision and clear sense of direction to at-risk students and their families.
5. Empower at-risk students and families by making changes through political processes.
6. Intervene in crises, suicidal situations, violent behavior, and delinquency.
7. Respond sensitively and individually to the needs of at-risk students and families.
8. Establish and maintains high standards and expectations for at-risk students.
9. Recognize at-risk students' intrinsic worth and ability to learn, relating to them on that basis.
10. Take responsibility for what at-risk students learn and do.
11. Help to build a pro-student orientation schoolwide.
12. Approach the goals of the school positively and energetically, willing to take risks to achieve worthwhile goals.
13. Communicate respect for self and others.
14. Create feelings of pride, belonging, and ownership.

Objective 4
Develop personal and professional skills to achieve the goal

(Staff members responsible for programs that train, certify, and evaluate teachers, principals, counselors, psychologists, and social workers ensure that they:)

15. Appreciate divergent cultures, values, ideas, and opinions.
16. Foster a sense of caring and stability.
17. Handle stress, manage time and seek help when it's needed.
18. Utilize and build personal strengths, including flexibility, objectivity, self-confidence, decisiveness, humor, creativity, fairness, open-mindedness, and resourcefulness.

Objective 5

Develop or adapt programs to achieve the goal

Staff members responsible for programs that train, certify, and evaluate principals ensure that they:

1. Collaborate with district and community professionals to identify successful academic and support programs.
2. Coordinate school staff and resources efficiently to meet the goal.
3. Identify district and community learning resources for staff and at-risk students and families and makes the resources available.
4. Develop and use district and community-based networks to address conditions putting students and families at risk.
5. Generate public-private interagency agreements to make appropriate health, social, psychological, and juvenile justice services available.
6. Find and secure district, community, and other funding for academic, support, and extracurricular programs known to help at-risk students and families.
7. Provide staff with opportunities and time to meet with community leaders and at-risk families outside the school setting.
8. Provide well-trained home liaison personnel to deliver outreach services to at-risk students' families.
9. Make school facilities available to at-risk students and families during school and nonschool hours.
10. Organize programs and student placements consistent with data from ongoing needs assessment and student and family choices.
11. Assign teachers and professional support personnel to programs and classrooms to maximize their special talents, skills, and expertise with at-risk populations.
12. Maximize the extent to which curriculum is individualized and integrated to develop at-risk populations.
13. Maximize the use of instructional strategies and learning styles that empower at-risk students and create varied learning opportunities for them.

Objective 5
Develop or adapt programs to achieve the goal

(Staff members responsible for programs that train, certify, and evaluate principals ensure that they:)

14. Maximize experimentation with peer tutoring, mentoring, hands-on learning, flexible classroom grouping, and other innovative approaches found to be effective for at-risk students.
15. Use alternative education programs aimed at keeping at-risk students in school.
16. Maximize the integration of academic programs with support services (e.g.., social, psychological, health, employment, housing) for at-risk students and their families.
17. Provide opportunities for at-risk students to serve in leadership roles.
18. Provide at-risk students and families opportunities to make meaningful choices regarding their academic goals, the means to make such choices knowledgeably, and the methods to achieve the goals.

Objective 5

Develop or adapt programs to achieve the goal

Staff members responsible for programs that train, certify, and evaluate teachers ensure that they:

1. Help identify programs that work to achieve the school goal.
2. Collaborate and consult with other teachers across grade level, subject matter, and specialization on instruction and curriculum for at-risk students.
3. Collaborate with at-risk students and families on the development of curriculum to meet their needs.
4. Develop or adapt curriculum to make it developmentally appropriate to individual students' needs, interests, motivations, maturation, life experiences, learning styles, and abilities.
5. Develop or adapt curriculum to provide for development of the whole child (physical, mental, intellectual, social, emotional, cultural).
6. Develop or adapt curriculum on problem solving, critical and creative thinking, goal setting, and the development of academic and social skills needed for successful independent living.
7. Develop or adapt integrated, interdisciplinary curriculum to enable students to see the value and inter-relatedness of each subject.
8. Develop or adapt curriculum on careers and the world of work.
9. Vary instructional strategies, activities, and materials appropriately for the kinds of risk conditions present in the class.
10. Empower at-risk students by giving them opportunity and the means to set their own personal goals, learning objectives, and methods for self-assessment.
11. Know the individual learning styles of students and encourage them to use these to acquire knowledge and skills.
12. Engage students in collaborative learning experiences and de-emphasized competition.

Objective 5
Develop or adapt programs to achieve the goal

(Staff members responsible for programs that train, certify, and evaluate teachers ensure that they:)

13. Group students flexibly to maximize individual learning without labeling.
14. Provide at-risk students iwth self-paced learning activities that are important, meaningful, and relevant to them.
15. Provide opportunities for students to gain realistic experience in leadership and decision making.
16. Provide activities that increase at-risk students' self-knowledge and self-confidence.
17. Provide students with alternate ways to meet classroom requirements and demonstrate progress.
18. Enforce classroom rules in positive ways that do not diminish student motivation to learn.
19. Manage the classroom in ways that increase students' ability to resolve personal and group conflicts.
20. Provide parents with ways to assist their children's education at home and informs parents of community resources available to families.
21. Help identify and advocate for scheduling, facilities, resources, and support for colleagues who try to meet the goal.
22. Make parents feel welcome and part of the educational process.
23. Respond promptly and appropriately to family concerns and requests for assistance.
24. Initiate regular teacher-to-home communications and provides for and encourages regular home-to-teacher communications.
25. Locate and uses resource people and materials from the community to enrich learning in the classroom.
26. Advocate students' educational, social, emotional, and material rights.
27. Generate and use student input to give students ownership.
28. Establish a climate of stability and caring based on the belief that all students can learn.

Objective 5
Develop or adapt programs to achieve the goal

(Staff members responsible for programs that train, certify, and evaluate teachers ensure that they:)

29. Locate and use community sites and learning opportunities to extend learning beyond the walls of the classroom.
30. Develop respect for positive community norms and values.
31. Develop a sense of belonging, citizenship, and group responsibility.
32. Develop respect for diversity and alternate points of view.
33. Provide frequent praise, feedback , encouragement, and support.
34. Encourage innovation and creativity.
35. Model enthusiasm for learning.
36. Use technology to increase learning where appropriate.

Objective 5

Develop or adapt programs to achieve the goal

Staff members responsible for programs that train, certify, and evaluate counselors, psychologists, and social workers ensure that they:

1. Help identify and advocate for scheduling, facilities, resources, support for colleagues who try to meet the goal.
2. Involve parents of at-risk students in identifying their children's needs, interests, motivation, maturation, learning styles, goals, learning styles, and out-of-school circumstances.
3. Assess social and emotional as well as academic development.
4. Assess a variety of skills, such as creativity, learning styles, and processing skills in addition to verbal, auditory, and visual discrimination.
5. Conduct on-going and frequent assessments, formally and informally, to determine the needs of at-risk students in conjunction with their families.
6. Use appropriate unbiased assessment and diagnostic procedures, including observation, with each at-risk student.
7. Use a variety of assessment methods to obtain valid data.
8. Identify at-risk students' strengths and talents as well as their needs.
9. Link all assessments to functional programmatic interventions.
10. Identify family literacy needs and makes referrals.
11. Share and use assessment results appropriately in program development and student placement.
12. Assist teachers in interpreting test and assessment data properly.
13. When interpreting assessment results for placement decisions, take into account biases associated with risk conditions.
14. Keep families informed of student progress and problems.
15. Help parents provide suitable conditions for study and help their children make use of community resources.

Objective 5
Develop or adapt programs to achieve the goal

(Staff members responsible for programs that train, certify, and evaluate counselors, psychologists, and social workers ensure that they:)

16. Help parents deal with problems adversely impacting an at-risk student's ability to succeed in school, such as the need for day care, transportation, and employment.
17. Keep teachers and administrators informed about the progress and problems of at-risk students and families.
18. Collaborate with other professionals to identify and address service delivery gaps in school and social service programs.
19. Consult directly with, and provide for direct services from, professionals in other agencies to help teachers and administrators solve the problems of individual at-risk students and groups of students at risk of school failure.
20. Advocates students' educational, social, emotional, and material rights.
21. Advocate efforts to help faculty, families, and students to see, understand, accept the positive aspects of diversity and differences among them.
22. When making program placement decisions, recognize the effects of risk conditions on test assessment data.
23. Provide specialized services to individuals and groups to meet identified developmental, preventive, and remedial needs.
24. Provide opportunities for at-risk students to serve in leadership roles.
25. Use at-risk students and parents to help provide services such as peer counseling, mediation, cooperative learning, and mentoring.
26. Conduct follow-up with families to determine the helpfulness of referrals and/or for additional referrals.
27. Collaborate with at-risk students and families in planning and evaluating counseling, psychological, and social service strategies and programs.
28. Collaborate with teachers, peers, and at-risk student sand families in identifying service delivery gaps in school and community agencies.

Objective 5
Develop or adapt programs to achieve the goal

(Staff members responsible for programs that train, certify, and evaluate counselors, psychologists, and social workers ensure that they:)

29. Collaborate with teachers and administrators to identify and ameliorate school-related risk conditions early.
30. Help teachers and administrators build and interdisciplinary team to conduct needs assessments, set goals, and to plan, implement, and evaluate programs.
31. Coordinate with teachers and administrators to define responsibilities of professional support personnel in relation to other school personnel and other agencies.
32. Serve as a liaison with community agencies to ensure early identification and amelioration of needs, development of common goals, and integration of service delivery systems.
33. Help teachers and administrators expand opportunities through individualized approaches such as tutoring, extended days, work experience, equivalency programs, part-time attendance, after-school enrichment, and accelerated programs.
34. Advocate prevention and early intervention.
35. Advocate integrated support service delivery systems and "full-service school" approaches.
36. Advocate school and district policies and procedures that best meet the needs of at-risk students and families.
37. Advocate alternative educational programs and practices that have been found to increase resiliency and self-sufficiency in at-risk students and families.
38. Structures programs and services to meet the assessed needs of at-risk students and families.

Objective 6

Assess, test, and evaluate outcomes against the goal

Staff members responsible for programs that train, certify, and evaluate principals ensure that they:

1. Collaborate with school and community professionals and with at-risk students and their parents in the student assessment process and in the evaluation and improvement of programs.
2. Assess the social and emotional as well as academic growth of at-risk students.
3. Use multiple student assessment tools to identify both temporary and long-term risk conditions as early as possible.
4. Interpret student assessment results based on an awareness of their accuracy limitations for the at-risk population.
5. Relate the assessment of educational and related service needs of at-risk students with those of their families.
6. Conduct formative and summative evaluations of the extent to which programs meet the assessed needs of at-risk students and their families.
7. Use formative and summative evaluation results to develop goals and priorities for programs involving at-risk students.
8. Provide a variety of ways for at-risk students to demonstrate their academic and other progress.
9. Collaborate with professionals in school and community on the implications of assessment results for policies and programs.
10. Evaluate the effectiveness of communication and cooperation among teachers and professional support personnel.
11. Communicate evaluation outcomes to at-risk students and families and the community in a helpful manner.

Objective 6

Assess, test, and evaluate outcomes against the goal

Staff members responsible for programs that train, certify, and evaluate teachers ensure that they:

1. Consult with other teachers and professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals and to validate classroom data and observations.
2. Collaborate with parents in the identification and assessment of their children's problems, talents, and progress.
3. Use assessment to recognize student and family needs for support services.
4. Create or select a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.
5. Interpret assessment, testing, and evaluation results with awareness of the characteristics and conditions of the at-risk population.
6. Use classroom testing procedures that help at-risk students become more resilient and self-sufficient.

Objective 6

Assess, test, and evaluate outcomes against the goal

Staff members responsible for programs that train, certify, and evaluate counselors, psychologists, and social workers ensure that they:

1. Consult with other teachers and professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals and to validate classroom data and observations.
2. Collaborate with parents in the identification and assessment of their children's problems, talents, and progress.
3. Use assessment to recognize student and family needs for support services.
4. Create or select a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.
5. Interpret assessment, testing, and evaluation results with awareness of the characteristics and conditions of the at-risk population.
6. Use student assessment procedures that help at-risk students become more resilient and self-sufficient.

Eureka State Department of Education

Needs Assessment Survey Form for use with staff members responsible for state certification and recertification requirements and tests for teachers

Date _____

Completed by _____

Name _____

Rating Scale
A=Excellent; B=Good; C=Average/Fair; D=Poor; F=Unacceptable;
N/A=No opportunity to observe

Goal I

The staff member responsible for state certification and recertification requirements and tests ensures that the certification candidate generates or employs a working definition of at-risk students and families. He or she	**Rating**
1. Includes genetic, environmental, and personal conditions	
2. Includes school as an environmental variable	
3. Includes economic and social insufficiency.	
4. Excludes race gender, or physical handicaps	
Summary rating for Goal I	

Goal II

The staff member responsible for state certification and recertification requirements and tests ensures that the certification candidate sets an educational goal for students who meet the definition. He or she	**Rating**
1. Includes basic academic and support programs in the goal.	
2. Includes programs that reflect students' needs, interests, maturation, motivation, learning cycles, life experiences, and unique strengths and potential.	
3. Includes programs that increase students' resiliency and self-sufficiency in the goal.	
Summary rating for Goal II	

SAMPLE

Goal III

The staff member responsible for state certification and recertification requirements and tests ensures that the certification candidate conforms policies and procedures to the goal. He or she	**Rating**
1. Adopts, advocates, or implements policies and Procedures that enhance student and family opportunities in the areas of	
Retention, discipline, referral, attendance, detention, scheduling, credits, extracurricular activities, and graduation.	
Gender and racial equity.	
Racial, cultural, and ethnic diversity in hiring and assignment of staff.	
Educational, social, emotional, and material rights of at-risk students and their families.	
Labeling of students.	
Rewards for staff who increase the succes[illegible]risk students.	
Rewards for positive efforts by at-risk [illegible]ents.	
Allowance for deviation from set policies or [illegible]edures when appropriate to meet unique needs.	
2. Adopts, advocates, or[illegible]olem[illegible]cies or procedures that increase consideration of qu[illegible]ed at-risk students and families in the hiring, assignment, [illegible]nd promotion of principals, teachers, and professional sup[illegible]nel.	
Summary rating for Goal III	

Goal IV

The staff member responsible for state certification and recertification requirements and tests ensures that the certification candidate develops personal and professional skills to achieve [illegible]. He or she	**Rating**
1. Recognizes conditions that place students at risk and their effects on students' ability to learn and function in and out of school.	
2. Collaborates with other staff to implement individualized programs that help at-risk students increase there resiliency and self-sufficiency.	
3. Recognizes and conceptualized solutions to community and national problems affecting at-risk students and families (e.g., substance abuse, homeless, poverty, AIDS, gang activity, teen pregnancy, and unemployment).	

SAMPLE

4. Communicates a vision and clear sense of direction to at-risk students and their families.	
5. Empowers at-risk students and families by making changes through political processes.	
6. Intervenes in crises, suicidal situations, violent behavior, and delinquency.	
7. Responds sensitively and individually to the needs of at-risk students and families.	
8. Establishes and maintains high standards and expectations for at-[illegible] students.	
9. Recognizes at-risk students' intrinsic worth and ability to learn, relating to them on that basis.	
10. Takes responsibility for what at-risk students learn [illegible] do.	
11. Helps to build a pro-student orientation schoolwide.	
12. Approaches the goals of the school p[illegible]vely [illegible]d energetically, willing to take risks to achieve worthwhile [illegible]s.	
13. Communicates respect for self and other[illegible]	
14. Creates feelings of pride, [illegible]ing, and ownership.	
15. Appreciates diver[illegible]ture[illegible]va[illegible] ideas, and opinions.	
16. Fosters a sense of car[illegible]nd [illegible]ility.	
17. Handl[illegible]tress and manages time, seeking help when it's needed	
18. Utilize[illegible]d b[illegible]sonal strengths, including flexibility, objectivity, self-con[illegible], decisiveness, humor, creativity, fairness, open-mindedn[illegible] and resourcefulness.	
Summary rating for Goal IV	

SAMPLE

Goal V

The [illegible]member responsible for state certification and recertification requirements and tests ensures that the certification candidate develops or adapts programs to achieve the goal. He or she	Rating
1. Helps identify programs that work to achieve the school goal.	
2. Collaborates and consults with other teachers across grade level, subject matter, and specialization on instruction and developing curriculum for at-risk students.	
3. Collaborates with at-risk students and families on the development of curriculum to meet their needs.	

4. Develops or adapts curriculum to make it developmentally appropriate to individual students' needs, interests, motivations, maturation, life experiences, learning styles, and abilities.	
5. Develops or adapts curriculum to provide for development of the whole child (physical, mental, intellectual, social, emotional, cultural).	
6. Develops or adapts curriculum on problem solving, critical and creative thinking, goal setting, and the development of academic and social skills needed for successful independent living.	
7. Develops or adapts integrated, interdisciplinary curriculum to enable students to see the value and inter-relatedness of each subject.	
8. Develops or adapts curriculum on careers and the world of work.	
9. Varies instructional strategies, activities, and materials appropriately for the kinds of risk conditions present in the class.	
10. Empowers at-risk students by giving them opportunity and the means to set their own personal goals, learning objectives, and methods of self-assessment.	
11. Knows the individual learning styles of students and encourages them to use these to acquire needed knowledge and skills.	
12. Engages students in collaborative learning experiences and de-emphasizes competition.	
13. Groups students flexibly to facilitate individual learning without labeling.	
14. Provides at-risk students with self-paced learning activities that are important, meaningful, and relevant to them.	
15. Provides opportunities for students to gain realistic experience in leadership and decision making.	
16. Provides activities that increase at-risk students' self-knowledge and self-confidence.	
17. Provides students with alternate ways to meet classroom requirements and demonstrate progress.	
18. Enforces classroom rules in positive ways that do not diminish student motivation to learn.	
19. Manages the classroom in ways that increase students' ability to resolve personal and group conflicts.	
20. Provides parents with ways to assist their children's education at home and inform parents of the community resources available to families.	
21. Helps identify and advocate for scheduling, facilities, resources, and support for colleagues who try to meet the goal.	

SAMPLE

22. Makes parents feel welcome and part of the educational process.	
23. Responds promptly and appropriately to family concerns and requests for assistance.	
24. Initiates regular teacher-to-home communications and provides for and encourages regular home-to-teacher communications.	
25. Locates and uses resource people and materials from the community to enrich learning in the classroom.	
26. Advocate students' educational, social, emotional, and material rights.	
27. Generates and uses student input to give students ownership.	
28. Establishes a climate of stability and caring based on the belief that all students can learn.	
29. Locates and uses community sites and learning opportunities to extend learning beyond the walls of the classroom.	
30. Develops respect for positive community norms and values.	
31. Develops a sense of belonging, citizenship and group responsibility.	
32. Develops respect for diversity and alternate points of view.	
33. Provides frequent praise, feedback, encouragement, and support.	
34. Encourages innovation and creativity.	
35. Models enthusiasm for learning.	
36. Uses technology to increase learning where appropriate.	
Summary rating for Goal V	

SAMPLE

Goal VI

The staff member responsible for state certification and recertification requirements and tests ensures that the certification candidate assesses, tests, and evaluates outcomes against the goal. He or she	**Rating**
1. Consults with other teachers and professional support service personnel on assessment, diagnosis, referral, and interventions for at-risk conditions and individuals and to validate classroom data and observations.	
2. Collaborates with parents in the identification and assessment of their children's problems, talents, and progress.	
3. Uses assessment to recognize student and family needs for support services.	
4. Creates or selects a variety of group and individual assessment and testing procedures to ensure early and accurate identification of at-risk students' academic, emotional, and social strengths and weaknesses.	
5. Interprets assessment, testing, and evaluation results with awareness of the characteristics and conditions of the population.	
6. Uses classroom testing procedures that help at-risk students become more resilient and self-sufficient.	
Summary rating for Goal VI	

SAMPLE

DEVELOPMENT OF THE GUIDELINES

CREATE

The US. Department of Education, Office of Educational Research and Improvement, established a center to conduct research and development related to national educational needs. A new center, the national Center for Research on Educational Accountability and Teacher Evaluation (CREATE), was established in 1990 at The Evaluation Center, Western Michigan University, under the direction of Dan Stufflebeam. The Center's mission is to **improve the quality of evaluation in public and private education in the United States.**

The Institute

CREATE sub-contracted with the Institute for At-Risk Infants, Children & Youth and Their Families of the University of South Florida. The Florida Legislature created the Institute in 1989 and charged it with conducting research and development activities to assist the at-risk population. The Institute's mission is to **improve educational and related services to at-risk students and their families**. The steps the Institute took to develop the guidelines are described below.

Defining Guidelines

In the language of education, many terms are used interchangeably and are indeed synonyms for one another. *Standards*, *principles*, *guidelines*, and *indicators* are examples of such terms. Here, the term **guidelines** describes

- what educators (teachers, principals, counselors, psychologists, and social workers) can do to help at-risk children and families, and
- what school districts, schools of education, and state departments can do to prepare, certify, and evaluate educators for this critical work.

Determining Standards

These guidelines were developed with awareness of the emerging standards of the National Board for Professional Teaching Standards and the Council of Chief State School Officers' Model Standards for Beginning Teacher Licensing (see Appendix 1). If the guidelines will be used in personnel evaluations, it is important to ensure that recognized standards for evaluation be followed. The Joint Committee on Standards for Educational Evaluation defines standards for evaluation to ensure their propriety, utility, feasibility, and accuracy. (See *The Personnel Evaluation Standards*, Sage Publications, 1989). The Committee defines *personnel evaluation* as "the systematic assessment of a person's performance and/or qualifications in relation to a professional role and some specified and defensible institutional purpose."

Users may contact the Center for Research on Educational Accountability and Teacher Evaluation at the Evaluation Center, Western Michigan University, Kalamazoo, Michigan 49008-5178, (616) 387-5895 for additional information and assistance on evaluation issues.

Reviewing the Literature

Once a working definition and standards framework were set, the next step was to review the professional literature to identify 1) attributes of effectiveness in working with at-risk children and families and 2) methods for evaluating these attributes. The literature search results were reported at the 1990 meeting of the American Educational Research Association. A database of review sources is available from CREATE.

Convening a Development Panel and Compiling a List of Guidelines

The Institute invited major educational organizations and organizations with special interests or missions relating to the target population to participate in the project and to appoint a knowledgeable representative to serve on a development panel (see Appendix 2).

Using the findings of the literature review as a starting point, the development panel compiled a list of 350 possible guidelines for three professional groups: principals, teachers, and professional support personnel (defined for this purpose as counselors, psychologists, and social workers). These particular educational roles were specified because they are critical ones in the educational experience of at-risk students and families.

Gathering Practitioner Opinions

More than 1,500 teachers, principals, professional support personnel working with regular and at-risk students in varying concentrations in a cross-section of schools, settings, subjects, and grade levels responded to a survey asking them to rate the importance of the draft guidelines across roles and work settings. A national sample of college level education faculty did the same. A total of 6,000 educators were surveyed. Members of each role group rated not only its own set of guidelines but those of the other groups. **These guidelines include only those items rated as *"important" or "very important" across all roles and work settings.***

Developing Methods for Measurement

Professional evaluation specialists familiar with the work of the Joint Committee on Standards for Educational Evaluation reviewed and suggested possible methods for measuring educators against the guidelines.

Submitting the Guidelines for Final Review

Participating organizations reviewed the final draft of the guidelines.

Some readers have commented that these guidelines might apply equally well in relation to educators working with other groups of students, or even all students. It may indeed be true that good educational practice is good educational practice, no matter which students or families are involved. However, these guidelines were built around the answers of experts and practitioners to the question of what is good for at-risk students, so the guidelines address only this segment of students and families. Nevertheless, if users believe that the guidelines have equal merit in relation to other groups of students, there is nothing to prevent them from applying them accordingly.

The development of these draft guidelines was partially funded through a subcontract from the Western Michigan University Evaluation Center, as a part of its CREATE project, which is funded by the Office of Educational Research and Improvement, U.S. Department of Education (Grant No. R117Q00047. Neither organization has endorsed the contents of the guidelines as sufficiently developed and validated for dissemination as national consensus guidelines.

APPENDIX 1

National Board for Professional Teaching Standards

1. Teachers are Committed to Students and Their Learning

   National Board-certified teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other, taking account of these differences in their practice. They adjust their practice, as appropriate, based on observation and knowledge of their students' interests, abilities, skill, knowledge, family circumstances and peer relationships.

   Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

   National Board-certified teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

   Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are Responsible for Managing and Monitoring Student Learning

   National Board-certified teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They are also adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own.

   Accomplished teachers command a range of generic instructional technique, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the school's goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

National Board-certified teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers Think Systematically About Their Practice and Learn from Experience

National Board-certified teachers are models of educated persons, exemplifying the virtues they seek to inspire in students — curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences — and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspective, to be creative and take risks, and to adopt and experimental and problem solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction and their understanding of their students to make principled judgements about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, National Board-certified teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas and theories.

5. Teachers are Members of Learning Communities

National Board-certified teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

Model Standards for Beginning Teacher Licensing and Development:
A Resource for State Dialogue
Developed by Interstate New Teacher Assessment and Support Consortium

Preamble

We hold these truths to be self-evident: that all children have the potential to learn rigorous content and achieve high standards and that a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy.

We believe that our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence — an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning.

We believe that states must strive to ensure excellence in teaching for all children by establishing professional licensing standards and learning opportunities which enable all teachers to develop and use professional knowledge, skills, and dispositions on behalf of students.

We believe that these standards and opportunities should enable teachers to support the intellectual, social , emotional, moral, and physical development of students, respond with flexibility and professional judgment to their different needs; and actively engage them in their own learning so that they can sue and generate knowledge in effective and powerful ways.

We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners' lives.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. States and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

Principle #1: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Principle #2: *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*

Principle #3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Principle #4: *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Principle #5: *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Principle #6: *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Principle #7: *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Principle #8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

Principle #9: *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

Principle #10: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

APPENDIX 2

These guidelines have been developed with the help of representatives of the following organizations:

- American Association of School Administrators
- American Association of School Personnel Administrators
- American Federation of Teachers
- American Psychological Association
- American School Counselor Association
- Association for Supervision and Curriculum Development
- Children's Defense Fund
- Cities In Schools, Inc.
- Committee for Economic Development
- Council for American Private Education
- Council for Exceptional Children
- Council of Chief State School Officers
- Council of Great City Schools
- Council on American Private Education
- Education Commission of the States
- Florida Center for Children and Youth
- Institute for the Rédesign of Learning
- National Alliance of Black School Educators
- National Association of Elementary School Principals
- National Association of School Psychologists
- National Association of State Boards of Education
- National Center for School Leadership
- National Conference of State Legislatures
- National Dropout Prevention Center
- National Education Association
- National League of Cities
- National PTA
- National Research Center on Education in the Inner Cities
- National Resource Center for Middle Grades Education
- National School Boards Association
- Southern Regional Education Board
- World Council for Gifted and Talented
- World Organization for Early Childhood Education
- 1,500 randomly selected teachers, principals, professional support personnel, and teacher educators who rated the importance of each proposed guideline. Respondents were part of a survey of a stratified random sample of 6,000 educators in these roles and various settings.
- A team of evaluation specialists who helped shape the guidelines.

NOTES

NOTES

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